Classics in Mathematics Education Research - 5 higher education credits

Responsible department: Department of Pedagogical, Curricular and Professional Studies.
The reading list was confirmed 2012-11-14, valid from 2013

Required reading


Additional articles in relation to each student’s specific research area.
Contents of Classics in Mathematics Education Research

1 The Place of Meaning in the Teaching of Arithmetic

2 The Missouri Mathematics Effectiveness Project: An Experimental Study in Fourth-Grade Classrooms
   Thomas L. Good and Douglas A. Grouws (Journal of Educational Psychology 71 (1979): 355–62)

3 Sex-Related Differences in Mathematics Achievement, Spatial Visualization and Affective Factors

4 Variables and Methodologies in Research on Problem Solving
   Jeremy Kilpatrick
   In L. L. Hatfield (1978): Mathematical Problem Solving (pp. 7–20). ERIC/SMEAC

5 Benny’s Conception of Rules and Answers in IPI Mathematics

6 The Child’s Thought and Geometry

7 “Radical Constructivism and Mathematics Education”

8 “Multiplicative Structures”

9 “Concept Image and Concept Definition in Mathematics with Particular Reference to Limits and Continuity”
   David Tall and Shlomo Vinner (Educational Studies in Mathematics 12 (1981): 151–69)

10 “Beyond the Purely Cognitive: Belief Systems, Social Cognitions, and Metacognitions as Driving Forces in Intellectual Performance”

11 “Using Knowledge of Children’s Mathematics Thinking in Classroom Teaching: An Experimental Study”

12 “When the Problem Is Not the Question and the Solution Is Not the Answer: Mathematical Knowing and Teaching”

13 “The Relationship of Teachers’ Conceptions of Mathematics and Mathematics Teaching to Instructional Practice”

14 “Mathematics in the Streets and in Schools”

15 “Ethnomathematics and Its Place in the History and Pedagogy of Mathematics”

16 “Mathematics Education in Its Cultural Context”

17 “Constructivist, Emergent, and Sociocultural Perspectives in the Context of Developmental Research”
    Paul Cobb and Erna Yackel (Educational Psychologist 31 (1996): 175–90)